

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

The title was amended so as to read: "A bill to extend the waiver authority for the Secretary of Education under section 105 of subtitle A of title IV of division B of Public Law 109-148, relating to elementary and secondary education hurricane recovery relief, and for other purposes."

A motion to reconsider was laid on the table.

#### SUPPORTING THE GOALS OF THE NATIONAL LEARN AND SERVE CHALLENGE

Mrs. DAVIS of California. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 1463) recognizing the benefits of service-learning as a teaching strategy to effectively engage youth in the community and classroom, and supporting the goals of the National Learn and Serve Challenge, as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

#### H. RES. 1463

Whereas service-learning is a teaching method that enhances academic learning by integrating classroom content with relevant activities aimed at addressing identified community or school needs;

Whereas service-learning has been used both in school and community-based settings as a teaching strategy to enhance learning by building on youth experiences, granting youth a voice in learning, and making instructional goals and objectives more relevant to youth;

Whereas service-learning has been identified as an effective tool in addressing the Nation's dropout epidemic by making education more hands-on and relevant, especially to disadvantaged youth;

Whereas service-learning provides great benefits to disadvantaged and at-risk youth by building self-confidence, which often translates into overall academic and personal success;

Whereas service-learning provides not only meaningful experiences, but a greater quantity and quality of interactions between youth and potential mentors in the community;

Whereas service-learning simultaneously empowers youth as both engaged learners and actively engaged citizens and contributors to the community;

Whereas youth engaged in service-learning provide critical service to the community by addressing a variety of needs in American towns, cities, and States, including needs such as tutoring for young children, elderly care, community nutrition, disaster relief, environmental stewardship, financial education, public safety, and a host of other needs;

Whereas far reaching and diverse research shows that service-learning enhances the academic, career, cognitive, and civic development of kindergarten through 12th-grade students, and of higher education students;

Whereas service-learning strengthens and increases the number of partnerships among institutions of higher education, local schools, and communities, which strengthen communities and improve academic learning;

Whereas service-learning programs unleash a multitude of skilled and enthusiastic college students to serve in the communities surrounding their colleges;

Whereas service-learning programs engage students in community-based research and are strengthening the ability of America's nonprofit organizations to meet community needs;

Whereas Learn and Serve America, the only federally funded program dedicated to service-learning, annually engages over 1,500,000 youth in service-learning;

Whereas Learn and Serve America engages these youth by leveraging public-private investment that leads to a highly cost-effective \$25 per participant amount;

Whereas the National Learn and Serve Challenge is an annual event that takes place from October 6 through October 12 that spotlights the value of service-learning to youth as well as to schools, college campuses, and communities; and

Whereas the National Learn and Serve Challenge encourages others to launch service-learning activities, and increases the recognition of Learn and Serve America: Now, therefore, be it

*Resolved*, That the House of Representatives—

(1) recognizes the benefits of service-learning in enriching and enhancing academic outcomes for youth, engaging youth in positive experiences in the community, and making more constructive choices regarding their lives;

(2) encourages schools, school districts, college campuses, community-based organizations, non-profits, and faith-based organizations to work towards providing youth with more service-learning opportunities; and

(3) expresses support for the goals of the National Learn and Serve Challenge.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Mrs. DAVIS) and the gentleman from Louisiana (Mr. BOUSTANY) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

#### GENERAL LEAVE

Mrs. DAVIS of California. Mr. Speaker, I request 5 legislative days during which Members may revise and extend their remarks and insert extraneous material on House Resolution 1463 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from California?

There was no objection.

Mrs. DAVIS of California. I yield myself as much time as I may consume.

Mr. Speaker, I rise today to recognize the benefits of service learning as a teaching strategy and to support the goals of the National Learn and Serve Challenge.

Service learning is an educational model that can be used from kindergarten to the university level across all subjects and disciplines. More than just community service, service learning challenges students to apply their classroom lessons by asking them to investigate a problem in their community, plan solutions, take action through service, and then reflect on their experience.

By integrating classroom learning with real-world challenges in the com-

munity, service learning can make school assignments come alive for our students. At the same time, we are also encouraging our young people to help improve our local neighborhoods. Studies have shown a connection between service learning and higher academic achievement, enhanced classroom engagement, increased attendance, better problem solving skills, and a deeper understanding of cognitive complexities.

Research also suggests that students involved in service-learning opportunities build self-confidence, leadership skills, and increase their tolerance of others. This all makes service learning a successful strategy in reducing negative behaviors such as those that lead to dropping out, arrest, or unintended pregnancies.

In addition, service learning promotes involvement in our democracy, development of strong ethics, and a sense of social responsibilities. For example, studies have shown that high school students that participated in service learning are more likely to vote 15 years after their experience than those that did not participate.

And finally, students who are exposed to service learning build important social and personal skills. Service learning is an onramp to civic engagement for a lifetime.

In order to call attention to the many benefits of service learning, the National Learn and Serve Challenge will take place October 6-12. This week-long nationwide celebration of service will raise awareness of service learning and foster collaborative partnerships between local schools, institutions of higher education, and their surrounding communities. The organization has set an ambitious goal of having 5 million college students and 50 percent of K-12 schools engaged in meaningful service by 2010.

Mr. Speaker, once again, I express my support for the National Learn and Serve Challenge, and I encourage more schools to take advantage of the many benefits service learning can have on our students and our communities.

I urge the adoption of this resolution. I reserve the balance of my time.

Mr. BOUSTANY. Mr. Speaker, I yield myself such time as I might consume.

I rise today in support of House Resolution 1463 which recognizes the benefits of service learning as a teaching strategy to effectively engage youth in the community and classroom, and it supports the goals of the National Learn and Serve Challenge.

Young Americans, from kindergartners to college students, have the desire, power, and ability to make a real difference in their communities. Service learning offers a unique opportunity for them to get involved in a concrete way by integrating community service projects with classroom learning. It enriches the learning experience, teaches civic responsibility, and strengthens communities.

Research has shown that service-learning programs can have positive

impacts on youth in three general areas: academic engagement and achievement; civic attitudes and behaviors; and social and personal skills. The studies also demonstrate that students gain the maximum benefit when their service-learning experience includes a direct tie to the curriculum, planning, and design of service projects by students, structured reflection on the service experience in the classroom, and continuity of service for at least one semester.

Service-learning programs work. They meet the Nation's needs by putting the talents and energies of America's youth to work solving real issues in their communities such as homelessness, elderly care, and illiteracy. In addition, students' lives are enriched through service learning as they become engaged in their own educational process. We see the results and benefits of the work they do, and they become civic-minded Americans who make a contribution to the communities in which they live.

Learn and Service America is the only Federally funded program dedicated to service learning and enables over 1.5 million students to make meaningful contributions to their community while building academic and civic skills. Through its annual week-long National Learn and Serve Challenge, the program spotlights the value of service learning to youth, schools, and communities and instills an ethic of lifelong community service.

In light of the recent natural disasters that have stricken our Nation, it is important that young people are encouraged to incorporate service into their lives and make a difference in their community and country. The intangible benefits alone—such as pride, satisfaction, and accomplishment—are worthwhile reasons to serve.

Today I applaud the efforts of Learn and Serve America and the millions of dedicated youth volunteers for their service, and I would like to encourage all Americans to work together so we can more effectively meet the pressing needs facing our Nation.

I urge my colleagues to support this resolution.

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I yield back the balance of my time.

Mrs. DAVIS of California. Mr. Speaker, I urge the adoption of this resolution, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Mrs. DAVIS) that the House suspend the rules and agree to the resolution, H. Res. 1463, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution, as amended, was agreed to.

A motion to reconsider was laid on the table.

# HONORABLE STEPHANIE TUBBS JONES COLLEGE FIRE PREVENTION ACT

Mrs. DAVIS of California. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 642) to establish a demonstration incentive program within the Department of Education to promote installation of fire sprinkler systems, or other fire suppression or prevention technologies, in qualified student housing and dormitories, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 642

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

## SECTION 1. SHORT TITLE.

This Act may be cited as the "Honorable Stephanie Tubbs Jones College Fire Prevention Act".

## SEC. 2. ESTABLISHMENT OF THE HONORABLE STEPHANIE TUBBS JONES FIRE SUPPRESSION DEMONSTRATION INCENTIVE PROGRAM.

(a) GRANTS.—The Secretary of Education (in this Act referred to as the "Secretary"), in consultation with the United States Fire Administration, shall establish a demonstration program to award grants on a competitive basis to eligible entities for the purpose of installing fire sprinkler systems, or other fire suppression or prevention technologies, in student housing and dormitories owned or controlled by such entities.

(b) ELIGIBLE ENTITY.—For purposes of this Act, the term "eligible entity" means any of the following:

(1) An institution of higher education (as that term is defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002)), including an institution eligible to receive assistance under part A or B of title III or title V of such Act.

(2) A social fraternity or sorority exempt from taxation under section 501(a) of the Internal Revenue Code of 1986 (26 U.S.C. 501(a)), the active membership of which consists primarily of students in attendance at an institution of higher education (as that term is defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002)).

(c) SELECTION PRIORITY.—In making grants under subsection (a), the Secretary shall give priority to eligible entities that demonstrate the greatest financial need.

(d) RESERVED AMOUNTS.—

(1) IN GENERAL.—Of the amount made available to the Secretary for grants under this section for each fiscal year, the Secretary shall award—

(A) not less than 10 percent to eligible entities that are institutions described in subsection (b)(1) that are eligible to receive assistance under part A or B of title III or title V of the Higher Education Act of 1965; and

(B) not less than 10 percent to eligible entities that are social fraternities and sororities described in subsection (b)(2).

(2) PLAN REQUIRED.—The Secretary shall develop a plan to inform entities described in subparagraphs (A) and (B) of paragraph (1) that such entities may be eligible to apply for grants under this section.

(3) INSUFFICIENT APPLICANTS.—If the Secretary determines that there are an insufficient number of qualified applicants to award the reserved amounts required in accordance with paragraph (1), the Secretary shall make available the remainder of such reserved amounts for use by other eligible entities.

(e) APPLICATION.—To seek a grant under this section, an eligible entity shall submit

an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

(f) MATCHING REQUIREMENT.—As a condition of receipt of a grant under subsection (a), the applicant shall provide (directly or through donations from public or private entities) non-Federal matching funds in an amount equal to not less than 50 percent of the cost of the activities for which assistance is sought.

(g) SUPPLEMENT NOT SUPPLANT.—Funds made available under this program shall be used to supplement, not supplant, other funds that would otherwise be expended to carry out fire safety activities.

(h) LIMITATION ON ADMINISTRATIVE EXPENSES.—Not more than 2 percent of a grant made under subsection (a) may be expended for administrative expenses with respect to the grant.

(i) REPORTS.—Not later than 12 months after the date of the first award of a grant under this section and annually thereafter until completion of the program, the Secretary shall provide to the Congress a report that includes the following:

(1) The number and types of eligible entities receiving assistance under this section.

(2) The amounts of such assistance, the amounts and sources of non-Federal funding leveraged for activities under grants under this section, and any other relevant financial information.

(3) The number and types of student housing fitted with fire suppression or prevention technologies with assistance under this section, and the number of students protected by such technologies.

(4) The types of fire suppression or prevention technologies installed with assistance under this section, and the costs of such technologies.

(5) Identification of Federal and State policies that present impediments to the development and installation of fire suppression or prevention technologies.

(6) Any other information determined by the Secretary to be useful to evaluating the overall effectiveness of the program established under this section in improving the fire safety of student housing.

(j) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this Act such sums for each of the fiscal years 2009 through 2011.

## SEC. 3. ADMISSIBILITY AS EVIDENCE.

(a) PROHIBITION.—Notwithstanding any other provision of law and subject to subsection (b), any application for assistance under this Act, any negative determination on the part of the Secretary with respect to such application, or any statement of reasons for the determination, shall not be admissible as evidence in any proceeding of any court, agency, board, or other entity.

(b) EXCEPTION.—This section does not apply to the admission of an application, determination, or statement described in subsection (a) as evidence in a proceeding to enforce an agreement entered into between the Secretary and an eligible entity under section 2.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Mrs. DAVIS) and the gentleman from Louisiana (Mr. BOUSTANY) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Mrs. DAVIS of California. Mr. Speaker, I request 5 legislative days during which Members may revise and extend their remarks and insert extraneous material on H.R. 642 into the RECORD.